



2024-2025

# CURRICULUM GUIDE



SEMINOLE COUNTY PUBLIC SCHOOLS

Markham Woods Middle School

# Contact Information

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(407) 871-1750

Office Hours

8:30 am – 4:15 pm

## Administration

[Dr. Jason McDonald](#) - Principal

[Dr. Eric Basilo](#) – Assistant Principal

[Ms. Yvonne Bradley](#) – Assistant Principal

[Mrs. Allisyn Brown](#) – Assistant Principal

[Mr. Presley Dershimer](#) – Dean of Students

[Dr. Raiza Agosto](#) - Dean of Students

## Certified School Counselors

[Ms. Kaitlind Montes](#)

[Mr. James Blackburn](#)

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# Middle School – Student Progression Plan

1. **Middle School Instruction** - Secondary schools are primarily designed to serve students in grades 6-12. Students promoted from the 8th grade will have the necessary academic skills for success in high school, and students graduating from high school will have the necessary skills for success in the workplace and postsecondary education.
2. **Florida State Assessment Program** - Middle school students are required to participate in the state's accountability testing program.
3. **Core Academic Program Requirements** - Middle school students are required to receive 3 years of instruction in English Language Arts, Math, Science, and Social Studies.
4. **Section 1003.455, Florida Statutes** - Requires the equivalent of one class period per day of physical education for one semester of each year for students in grades 6 through 8. The physical education requirement shall be waived for a student in grades kindergarten through grade 8 who meets one of the following criteria:
  - a. The student is enrolled or required to enroll in a remedial course.
  - b. The student's parent indicates in writing each school year to the school that:
    - i. The parent requests the student enroll in another course from among those offered as options by the school district, OR
    - ii. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
5. **Grouping for Instruction** – Providing differentiated instruction for students at all levels is a best practice to meet their needs in mastering the Benchmarks for Excellent Student Thinking (BEST). Instructionally sound strategies for grouping students will be used to enhance the academic achievement of all students.
6. **Advanced Classes** - Enrollment in advanced core academic classes is open to any student who wishes to take on the challenge of a more rigorous curriculum that prepares students for higher-level courses in high school. Students who choose to enroll in advanced classes must commit, in writing, to doing the additional tasks and assignments associated with the more intensive curriculum. Advanced classes are offered in math (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>), English language arts (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>), science (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>), and social studies (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>). **Students who commit to taking an advanced level course must remain enrolled in that course for at least the first nine-week grading period.**
7. **High School Credit Courses** – Middle school students enrolled in a high school credit course may not drop the course or transfer into a lower-level course after the completion of the first nine-week grading period.

8. **Vertical Acceleration** - Students demonstrating highly exceptional academic capabilities may be enrolled in single above-grade level courses or be promoted to a grade level above their current placement. Parents must petition the principal for permission for vertical acceleration. The principal will use the criteria identified in the Student Progression Plan to determine if vertical acceleration is appropriate. These decisions are made on a case-by case basis and the decision of the principal is final.
9. **Intensive Instructional Support** - Students who are not performing at grade level will be enrolled in intensive reading and/or foundational math classes. Principals may substitute an intensive class for any course on a student's schedule. However, exploratory, enrichment, and elective classes will be given first consideration for schedule changes for academic support classes.
10. **Student Promotion** - Middle grades students must earn a cumulative year-to-date 2.0 GPA on a 4.0 scale to be promoted. All courses taken in a school year, including courses taken for high school credit, shall be included in the calculation of the cumulative year-to-date GPA. Students who fail a core academic course that awards high school credit shall be promoted if they have a cumulative year-to-date GPA of 2.0 or greater. Students who do not have a GPA greater than 2.0 shall be retained. Students who have met all promotion criteria shall be promoted, not assigned, or retained. Supplemental and intensive instructional support can be provided at the next grade level to students who did not demonstrate satisfactory performance.

\*A copy of the complete Student Progression Plan is available on the SCPS website (<http://www.scps.k12.fl.us/>). A hard copy is also available at the school.

## ADMISSIONS, TRANSFERS, AND ATTENDANCE

### ADMISSION

Any child who has been promoted or assigned to grades 6, 7, or 8 will be admitted to middle school.

Upon initial enrollment or transfer from one attendance zone to another in Seminole County Public Schools, proof of residence must be presented. All addresses are subject to verification by the School Board. The following documents shall be required:

- **Owned Residence** - A copy of the recorded deed (or agreement for the deed), or, a certified copy of declaration of homestead exemption; electric bill; **ONE** of the following documents: auto registration, driver's license, or voter registration as proof the parent(s) owns and lives at the residence.
- **Rented or Leased Residence** - A copy of lease, rental agreement or notarized letter from the landlord; electric bill; **ONE** of the following

documents: auto registration, driver's license, or voter registration as proof the parent(s) lives at the residence.

- **Divorced Parents** - A certified copy of the final judgment of divorce, court custody order, a court guardianship order, or other such documents establishing the right of custody.
- **Separated Parents** - Notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent.
- **Students Not Residing with Parents** – A notarized 893 form must be completed by primary and non-primary owner or renter. Per Student Progression Plan, please include a notarized Statement of Reason from the parent(s) stating the extenuating circumstances, which, by ordinary and reasonable standards, precludes the parent(s) from actually caring for the student.

#### **Enrollment to Seminole County Public Schools from Other Schools within the State**

Before admission to Seminole County Public Schools from other Florida counties, a student must have a Florida Certificate of Immunization on file.

#### **First Time Enrollment to a State of Florida School**

Before admitting a student to Florida schools for the first time, the school must have received several documents required by *Florida Statutes* as outlined below:

- A certificate showing a school-entry health examination performed within one year prior to enrollment.
- A valid HRS 680 Florida Certificate of Immunization (kindergarten through grade 12).

## **TRANSFERS**

Any student who transfers from an in-state public or non-public school or out-of-state public or non-public school shall be admitted upon presentation of the following data:

1. An official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student.
2. Proof of immunization.
3. Proof of date of birth.
4. Proof of a medical examination completed within the last twelve months.

When a student transfers into a Seminole County public school from a public or non-public school or from a home education program, it will be the responsibility of the principal to determine grade level placement.

## **ATTENDANCE**

After an absence, immediately upon return to school, but no later than two (2) school days following an absence, the student must provide the school with

documentation indicating that one of the following has occurred if he/she wishes that absence(s) to be excused:

- Medical treatment by a licensed physician\*
- Observance of a religious holiday
- Law enforcement order or court subpoena
- Death of a family member
- Natural disaster
- Traffic accident directly involving student
- Extraordinary circumstances or situations, pre-arranged and with Principal permission

Parents/guardians of students are expected to provide an explanation of their child's absence(s) from school whenever such absences occur without the permission of the principal.

\* It is understood that on every occasion of sickness, a student will **NOT** require medical attention by a licensed health care professional. Short term, non-chronic illnesses may be documented and explained via a signed parent note. In such circumstances, the student shall suffer no academic penalty, provided that all course work, examinations, etc. are made up within a reasonable period of time. For continued absence due to illness, a doctor/health professional's note is required.

\*\* A "reasonable period of time" to make-up work is defined as: At a minimum, the student shall have no less than the number of days he/she was absent plus one additional day to complete and submit make-up work for credit. Specific arrangements must be made with the student's teacher.

\*\*\*A student who is absent is required to make up all course work missed, regardless of whether the absence is excused or unexcused. It is the student's responsibility to obtain assignments upon returning to class immediately following an absence.

### **GUIDANCE INFORMATION**

Seminole County Public Schools middle school programs have been designed to meet the requirements of Title IX, which states, "No person in the United States shall, on the basis of sex, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal assistance." Contact your student's counselor with any scheduling questions.

## SCHEDULE CHANGE POLICY

**Markham Woods Middle School** utilizes the Seminole County Public School automated scheduler to establish student schedules. The automated scheduler is programmed to ensure equity and balanced class sizes. **Schedule changes will be made to correct misplacement; however, accommodations are NOT made to allow for parental preferences for teachers or friends. Schedule changes may not be possible because of state class size regulations.** Schedule-related problems should be discussed with the assigned certified school counselor.

## GRADING POLICY

Upon completion of each nine-week grading period, a Report Card will be issued. Following is the grading system for Seminole County Public Schools, grades 6 – 8. The following is used to determine final grades only:

LETTER GRADE	RANGE POINTS
A	90 – 100 (4)
B	80 – 89 (3)
C	70 – 79 (2)
D	60 – 69 (1)
F	59 and below (0)
W	Withdrawal
I	Incomplete

Any middle school student enrolled in an honors high school credit course will earn a weighted middle school GPA for that course that will also be weighted on the high school transcript.



# STUDENT SUPPORT SERVICES

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The purpose of the ESOL program is to provide English instruction for students whose native language is not English. If a parent indicates on the student entry form that a language other than English is used most often in the home, the student will be given an English proficiency test to determine the eligibility for the program. Once entered in the program, students are placed on one of three levels. A student may remain in the program for as long as needed. Dismissal from the program is based on achieving a passing score on a required exit exam.

## EXCEPTIONAL STUDENT EDUCATION (ESE)

Exceptional student support services are available for the exceptional student to fully meet his/her needs and expectations. All exceptional student support services require staffing eligibility as determined by a Student Study Team. Additional information on specific services or placement is available from the Guidance Office upon request. The following services are available at Markham Woods Middle School.

Autistic Spectrum Disorder (ASD)	Deaf/Hard of Hearing	Emotionally/Behavioral ly Disabled (EBD)
Occupational Therapy	Physical Therapy	Specific Learning Disabilities (SLD)
Speech and Language Therapy	Visually Impaired	Varied Exceptionalities (VE)

Gifted – Advanced courses available for Math, Language Arts, Science, and Social Studies taught by a Gifted Endorsed teacher in grades 6, 7, and 8.

# INTENSIVE READING AND FOUNDATIONAL MATH

Students who do not meet the requirements for satisfactory performance in English language arts and/or math, may be enrolled the following year in an accelerated reading and/or math support program. Middle grades students two or more years below grade level in English language arts and/or math, may be enrolled into a double block of reading, and a single block of math to accelerate foundational skills.

## ACADEMIC INTERVENTION PROGRAM (AIP)

AIP provides support for students identified by administration and guidance as being at-risk of not meeting the promotion requirements during the current academic year, as well as students who have demonstrated academic deficits or study skill deficiencies in specific courses. This program is designed to prevent end-of-year failures that ultimately result in retention.

## VIRTUAL SCHOOL OFFERINGS

Seminole County Schools recognizes today's students learn in different ways, at different rates, and on different schedules. Our schools now offer the flexibility to accommodate today's students and families through a variety of educational pathways.

Due to the unique needs of the 21<sup>st</sup> Century learner, flexible schooling options are available to provide students with an optimal learning situation. Students have the opportunity to blend traditional face-to-face instruction with virtual courses. These different pathways to learning are called **ePathways**.

Through **ePathways**, students may select from a variety of course options that can be taken in a modern classroom setting or in a virtual environment.

Students may choose to take advantage of the variety of courses that are offered through Seminole County Virtual School. These courses are taken off-campus and outside of the traditional school day (a virtual lab option on campus is not available).



# Biomechatronics

**Biomechatronics, a program offered only at Markham Woods Middle School,** is the study of how technology can enhance the body. The program offers students a unique introduction to the interdisciplinary study of anatomy, physiology, electronics, robotics, and computer programming through research and collaboration. This problem-based approach to learning builds students' skills in critical thinking and analysis. This will help secure your child's future earning potential by developing high demand skills through eight hands-on STEM courses offered only at Markham and will prepare them for ANY program offered at any SCPS High School. **All Markham Woods students can take these courses.**

## Computational Thinking (1700000EC1)

Grade 6-7

Semester

In this introductory class, students will be introduced to the concepts, fluencies, and skills associated with Computational Thinking. Students will learn to do basic coding and expand on any previous coding skills. They will apply that knowledge to the use of robotics. This course is a prerequisite for other classes in the Biomechatronics Program of Exploration. Students can earn one digital tool (ICT Cybersecurity)

## Global Solutions & Innovations (1700000EG1)

Grade 6-7

Semester

In this course students will develop the mindset and fluencies for engineering, collaboration, and solution development. Students will be challenged with engineering projects and real-world problems to solve. Modules of the course focus on global awareness, collaboration, and the design process. This course is a prerequisite for other classes in the Biomechatronics Program of Exploration. Students can earn one digital tool (ICT Cybersecurity).

## Applied Programing (1700000AP)

Grade 7-8

Semester

**Prerequisite: Computational Thinking OR Global Solutions**

This course builds upon the skills and knowledge acquired in Computational Thinking, taking students further in their mastery of the relationships between programming for software, app development, hardware, and robotics. Students will develop a deeper understanding of Computer Science, as well as their applications. Students can earn one digital tool (ICT Programming and Logic Essentials).

## CAD & 3D Printing (1700000EC2)

Grade 7-8

Semester

**Prerequisite: Computational Thinking OR Global Solutions**

This course is a bridge from Global Solutions and Innovations and Computational Thinking in 6th grade to the Biomechatronics Capstone course in 8th grade. Students in this class will learn advanced digital design, including CAD systems and 3D printing, as well as basic electronics and circuitry.

**The Game of LIFE (1700000EB)****Grade 7-8****Semester**

Level up and get ready for your future! Master the game of LIFE - living on your own, investing in your future, and financial literacy! Become an expert player and learn the strategic moves needed to create your own savings goals and be able to afford the things you love to do. Develop into a 21st century ninja as you learn to make informed decisions about your personal finances. Move your “player” through life's obstacles as you learn what it takes to live on your own and invest in yourself for your future. This semester-long course is unlike any other! Students can earn one digital tool (ICT Web Design Solutions).

**Anatomy in the Digital Age (1700000H)****Grade 7-8****Semester**

Prerequisite: **Computational Thinking OR Global Solutions**

In the coming years, the quantity of non-medical positions within the field is expected to more than double in comparison to medical roles. The future of healthcare is indeed exciting, with a strong emphasis on prevention, personalization, and leveraging technology to improve patient outcomes and overall well-being. The integration of various disciplines, from data science to medical technology and ethics, will be essential in shaping this transformative landscape. Jobs such as medical technicians, data analysts, medical machine maintenance (both software and hardware), along with prosthetics developers and cybernetics will be an incredible need in future health care. This course will help prepare students for the healthcare landscape of the future, where a strong foundation in human anatomy is complemented by an awareness of, and engagement with, emerging medical technologies.

**Advanced Robotics (1700000ER1)****Grade 7-8****Year**

Prerequisite: **Computational Thinking OR Global Solutions**

**This course is by application only.**

This course delves into the diverse aspects of the field of robotics. Students learn the engineering design process and programming skills using Java block coding. Students will actively engage in First Tech Challenge (FTC) competitions, applying their knowledge to design, build, and program robots that meet the competition specification. The curriculum encompasses the cultivation of coding proficiencies and collaborative aptitudes, culminating in the pursuit of robotics excellence. **Students can participate in up to three weekend competitions (Optional). This is a limited enrollment course.**

**Biomechatronics Capstone (1700000BC)****Grade 8****Year**

Prerequisite: **Students must take a majority of the courses offered in Biomechatronics**

**This course is by application only.**

In this capstone course, students who have successfully completed the majority of courses in the Biomechatronics Program of Exploration will apply their knowledge to the integration of biological, mechanical, and electronic systems. Students will learn the current status of the field of Biomechatronics, career options, ethics of Biomechatronic research and development, and the biomechatronic design process. Students in this course are required to complete a culminating project to be presented. **This is a limited enrollment course.**



# Band

## Beginning Band – Band 1 (1302000)

Grade 6-8

Year

No previous musical experience is required. Students will learn the basics of instrument fundamentals, reading music and rhythmic notation, and independent musical performance. Students will have an opportunity to participate in various musical performances throughout the year. Instruments taught in Band are flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba, and orchestral percussion. Guitar, piano, drum set, violin, viola, cello, string bass are not taught in this course. **Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

## Concert Band – Band 2 (1302010)

Grade 7-8

Year

**This course is by audition only.**

Concert Band is open to students at an intermediate level of development. Students should be proficient in music reading, scales, tone production, and articulation. All the basic techniques that were introduced in Beginning Band are further developed in Concert Band. Students will participate in Music Performance Assessments, by director's recommendation, year-to-year. Greater emphasis is placed upon performing band music at an intermediate level. **Students may have after-school rehearsals when necessary for concert preparation. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

## Symphonic Band – Band 3 (1302020)

Grade 7-8

Year

**This course is by audition only.**

This is an accelerated, advanced-level instrumental class for students who have successfully completed at least one year of Beginning Band and/or Concert Band. Students will be given challenging opportunities to develop a higher level of musicianship and performance skills through the study of different levels of styles of band literature. Students will participate in concerts, Music Performance Assessments, audition for the SCPS All-County Band, and performance activities that enhance the school music program and school. **Students may have after-school rehearsals when necessary for concert preparation. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

## Jazz Ensemble – Band 4 (1302110)

Grade 7-8

Year

**This course is by audition only.**

A placement audition is required for Jazz Band. The course explores the rhythmic and improvisational skills used to perform jazz as well as the stylistic and historical understanding. Students will study the three basic types of jazz: rock, swing, and Latin. The instrumentation for this jazz ensemble may consist of but not limited to trumpets, saxophones, trombones, bass guitar, guitar, drum set, and keyboard. **Students may have after-school rehearsals when necessary for concert preparation. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**



# Chorus

## Beginning Chorus – Chorus 1 (1303000)

Grade 6-8

Year

Students in their first year of Chorus will develop foundational vocal technique skills, music reading skills, performance skills, critical and creative thinking skills, and an appreciation of vocal music. **No previous singing/musical experience is required, and students of all experience and ability levels are welcome.** Public performances may serve as a culmination of specific instructional goals. **Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

## Concert Chorus – Chorus 2 (1303010)

Grade 7-8

Year

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. **Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

## Black and Silver Singers – Chorus 3 (1303020)

Grade 7-8

Year

**Prerequisite: Chorus 1**

**This course is by audition only.**

Students build advanced knowledge of the vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality choral literature. Students in this group sing the most complex repertoire and perform more often than most other classes. Public performances may serve as a culmination of specific instructional goals. **Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

## Musical Theatre (1700000EK)

Grade 6-8

Semester

Students will explore the disciplines of basic acting, basic vocal performances, and staging by applying them to musical theatre. By actively participating in the creative process of preparing pieces for performance, students engage in critical thinking, interpersonal communication, and collaboration with peers. Students will also apply constructive feedback and self-reflection as vehicles to develop specific instructional goals.



# Drama

## Drama 1 (0400000)

Grade 6-8

Semester

The purpose of this course is to enable students to develop fundamental knowledge and skills in the elements of theatre arts. Students will learn the basics of theatre with an emphasis on acting. Major areas of interests are pantomime, monologues, improvisation, scene development, theatre history, and theatre appreciation. **Before/after school rehearsals may be required.**

## Drama 2 (0400010)

Grade 7-8

Semester

This course is a continuation of Drama 1 and will teach students essentials of performing, directing, and criticism. Students will have several opportunities to perform. **Before/after school rehearsals and after school performances may be required.**

## Drama 3 (0400020)

Grade 7-8

Semester

**This course is by application and audition only.**

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Public performances may serve as a culmination of specific instructional goals. **Students are required to attend and participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**



# Visual Arts

## Exploring 2-D Art (0101010)

Grade 6-8

Semester

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and 21st-century skills.

## Exploring 3-D Art (0101040)

Grade 6-8

Semester

Students learn three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students focus on use of safety procedures for process, media, and techniques.

## Advanced Visual Arts (0101100)

Grade 8

Year

**This course is by application and audition only.**

This course is designed for students who show strong interest and talent in visual art. Students that have completed 2-D Art and 3-D Art, and would like the opportunity to further develop their technical skills should apply. Students will produce art with the goal of achieving a higher aesthetic and creative quality. Students will work on large scale collaborative projects such as murals and theater set design.



# Spanish

## **Beginning Spanish (0708000)**

**Grade 7-8**

**Semester**

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

## **Spanish 1 (0708340)**

**Grade 8**

**Year**

**This course is for a High School Credit: 1.0**

This course is designed to emphasize speaking and listening skills with students' oral participation in the target language. Reading and writing are introduced, and basic grammar structures explained. Students will be introduced to the culture and customs of various Spanish speaking countries.

## **Spanish – Discovery & Global Awareness (0710000)**

**Grade 8**

**Year**

This course is designed for students seeking a mastery of Spanish as a second language and its culture. Students will be able to develop and increase deeper global understanding, allowing students to overcome cross-cultural differences and increase global learning through virtual classroom exchange programs. Students will be able to engage citizenship through service-learning projects to connect to the target language and engage in service to school and community. ***Students will be provided with opportunities to participate in district, state, and national competitions and programs (Optional).***



# Physical Education

## **Comprehensive Physical Education (1508060 & 1508070)**

**Grade 6-7 & 7-8**

**Semester**

Students participate in a variety of experiences that enhance sports skills, cardiovascular endurance, and overall fitness through a wide range of individual and team sports in physical education. Rules, relevant facts, and sportsmanship will be taught to students in these activities. Emphasis is placed on students enjoying physical activity and learning lifetime skills to maintain wellness, while in a safe and healthy environment.

## **Introduction To Dance (0300000)**

**Grade 6-8**

**Semester**

Students will learn basic rhythm, choreography, and movement related to dance. A focus will be placed on Hip Hop and contemporary trends. Dance is a co-ed class and meets the requirement for the PE elective.

## **Basketball (1508060EB6, 1508070EB7, 1508070EB8)**

**Grade 6-8**

**Semester**

Students will learn the fundamentals of basketball as well as get an opportunity to participate in organized drills and games.





## E-Pathways

### Learning Pathways (9100110)

Grade 6

Semester

**This is a required course for all 6<sup>th</sup> grade students.**

Students will learn about a wide variety of career opportunities and create a meaningful career plan that aligns with their strengths and interests through purposeful projects and engaging experiences. Students will have an opportunity to earn a digital tools certificate.

### Exploring Pathways (8000400)

Grade 7

Semester

**This is a required course for all 7<sup>th</sup> grade students.**

Students will engage in a deeper exploration of the career cluster groups and the SCPS high school programs for which they link, including the associated technologies and the Artificial Intelligence (AI) within each cluster. Students will participate in collaborative problem solving, have an opportunity to earn multiple digital tools certificates, and produce a comprehensive individualized career portfolio.

### Advancing Pathways (9009600)

Grade 7-8

Semester

Students will advance their computer science skills in preparation for high school AP Computer Science Principles. Students will complete projects with coding and prototypes using the CS Discoveries curriculum from Code.org. Students will explore various computer science related careers in all industries and have the opportunity to earn a digital tools certification.

## General Electives

### Office Assistant (0500000ET)

Grade 8

Semester

**This course is by application only.**

These courses provide students with an understanding of the elements of communication and group processes. Content shall include, but not be limited to, such topics as listening skills, questioning skills, feedback and paraphrasing skills, non-verbal communication skills, non-judgmental response skills and group cohesiveness.

### History of Animated Film (1700000EF)

Grade 7-8

Semester

From the dawn of time, we have been drawn to the contrast of light and dark. Animation is defined as the manipulation of objects that creates the illusion of movement. But how do the cave paintings from 40,000 years ago relate to Toy Story? From Neolithic cave paintings playing in the firelight, to Steamboat Willie, or a CGI dinosaur in Jurassic Park, this course will discuss all forms of animation and how their characters and ideas relate to the real-life problems and solutions we face in everyday life. "Animation can explain whatever the mind of man can conceive." -Walt Disney

**Creative Writing (1009025)****Grade 6-7****Semester**

The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of personal writing style. Students will be given the opportunity to develop their skills writing short stories and poetry.

**Video Production and Podcasting (8260500)****Grade 6-8****Semester**

This course is designed to give students a modern approach to multimedia film production. Students will learn the many different roles that make up a successful production, how to correctly run a podcast, television history, script writing, and interviewing techniques. Students will be introduced to production roles, basic equipment use, and basic editing techniques.

**Ecology (2003080M)****Grade 8****Year****High School Credit: 1.0**

This course will focus on the study of the interactions between organisms and their nonliving environment. This course provides a background in the fundamental principles of ecological science, including concepts of population and community ecology, biodiversity, natural selection, and sustainability. Students will use the scientific method when conducting outdoor labs.

**Student Government (2104010E3)****Grade 6-8****Year****This course is by application only.**

Student Government is focused on developing leadership capacity, with an understanding that failures are part of learning and growth. The longer a student has been in Student Government, the greater the expectation they manage things on their own and pull through in the end. It may be necessary for students to participate in extra-curricular activities outside of the school day as a part of the requirements for this course.

**Yearbook (1700000EY)****Grade 7-8****Year****This course is by application only.**

Students will develop skills in writing, editing, rewriting, and proofreading in the construction of the school's yearbook. During the year, students will expand knowledge of computer technology through creating layouts for each page in the yearbook. It may be necessary for students to cover extra-curricular activities outside of the school day as a part of the requirements for this course.

# CORE Courses

## English Language Arts (ELA)

### **Language Arts 1 (1001010)**

**Grade 6**

**Year**

The 6th grade curriculum integrates the study of grammar usage, mechanics, spelling, vocabulary, public speaking, and literature. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. Students will enhance writing skills through expressive, narrative, and informative writing. Oral communication skills will be practiced through formal and informal speeches.

### **Language Arts 1 Advanced (1001020)**

**Grade 6**

**Year**

The advanced curriculum in 6th grade is designed to be fast paced for those students who are reading and writing at or above grade level, and who enjoy the many facets of language arts. Integral to the curriculum is the utilization of a range of writing and sequential vocabulary development activities that emphasize reading of fiction and non-fiction. Students will be provided opportunities to dive deeper into the content and to make even more connections across language arts and with other disciplines.

### **Language Arts 1 Gifted & Talented (1001020L)**

**Grade 6**

**Year**

**Please Note:** Students must be staffed gifted or placed by administration to take this course.

The gifted curriculum in 6th grade is designed to accelerate students who are reading and writing above grade level, and who enjoy the many facets of language arts. The curriculum emphasizes communication skills through a range of reading, writing, and speaking assignments that provide students with opportunities to think creatively and critically, to conduct research, and to develop leadership skills. Students will be expected to read a variety of fiction and non-fiction Benchmarks for Excellent Student Thinking (BEST) texts outside the classroom each quarter. Connections between language arts and other disciplines will develop deeper thinking skills and include authentic performance assessments.

### **Language Arts 2 (1001040)**

**Grade 7**

**Year**

The 7th grade curriculum consists of literature, composition, grammar, spelling, and vocabulary. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama with an emphasis on poetry. Students continue to build writing skills through expository and persuasive writing, literary response journals, and practice their oral communication skills through formal and informal speeches.

### **Language Arts 2 Advanced (1001050)**

**Grade 7**

**Year**

The advanced curriculum in 7th grade is designed to be fast paced for those students who are reading and writing at or above grade level. The curriculum consists of literature, composition, grammar, spelling, and vocabulary. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. A wide range of writing activities that emphasize critical thinking and analysis of a novel are included. Students practice their oral communication skills through formal and informal speeches. Students will be provided opportunities to dive deeper into the content and to make even more connections across language arts and with other disciplines.

<b>Language Arts 2 Gifted &amp; Talented (1001050L)</b>	<b>Grade 7</b>	<b>Year</b>
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**Please Note:** Students must be staffed gifted or placed by administration to take this course.

The 7th grade gifted curriculum is designed to accelerate students who are reading and writing above grade level, and who enjoy the many facets of language arts. The curriculum emphasizes communication skills through a range of reading, writing, and speaking assignments culminating in authentic performance assessments. A wide range of writing activities emphasize creative and critical thinking through literary and rhetorical analysis, while speeches and seminars will provide students with opportunities to build their participatory and leadership skills. Students will be expected to read a variety of fiction and non-fiction texts outside the classroom each quarter.

<b>Language Arts 3 (1001070)</b>	<b>Grade 8</b>	<b>Year</b>
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The 8th grade curriculum consists of reading, composition, speech, media literacy, literature, and vocabulary development. Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Students will enhance their writing skills through persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Students will be expected to recognize occasion, audience, and purpose when speaking formally and informally.

<b>Language Arts 3 Advanced (1001080)</b>	<b>Grade 8</b>	<b>Year</b>
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The advanced curriculum in 8th grade is designed to move at a rigorous pace. Vocabulary is enhanced through analogies and writing usage. Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Research will be conducted on the background of poetry and literature to study, analyze, and interpret these works. Students will enhance their writing skills through persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Essays will be critiqued based on criteria learned. Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across language arts and with other disciplines.

<b>Language Arts 3 Gifted &amp; Talented (1001080L)</b>	<b>Grade 8</b>	<b>Year</b>
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**Please Note:** Students must be staffed gifted or placed by administration to take this course.

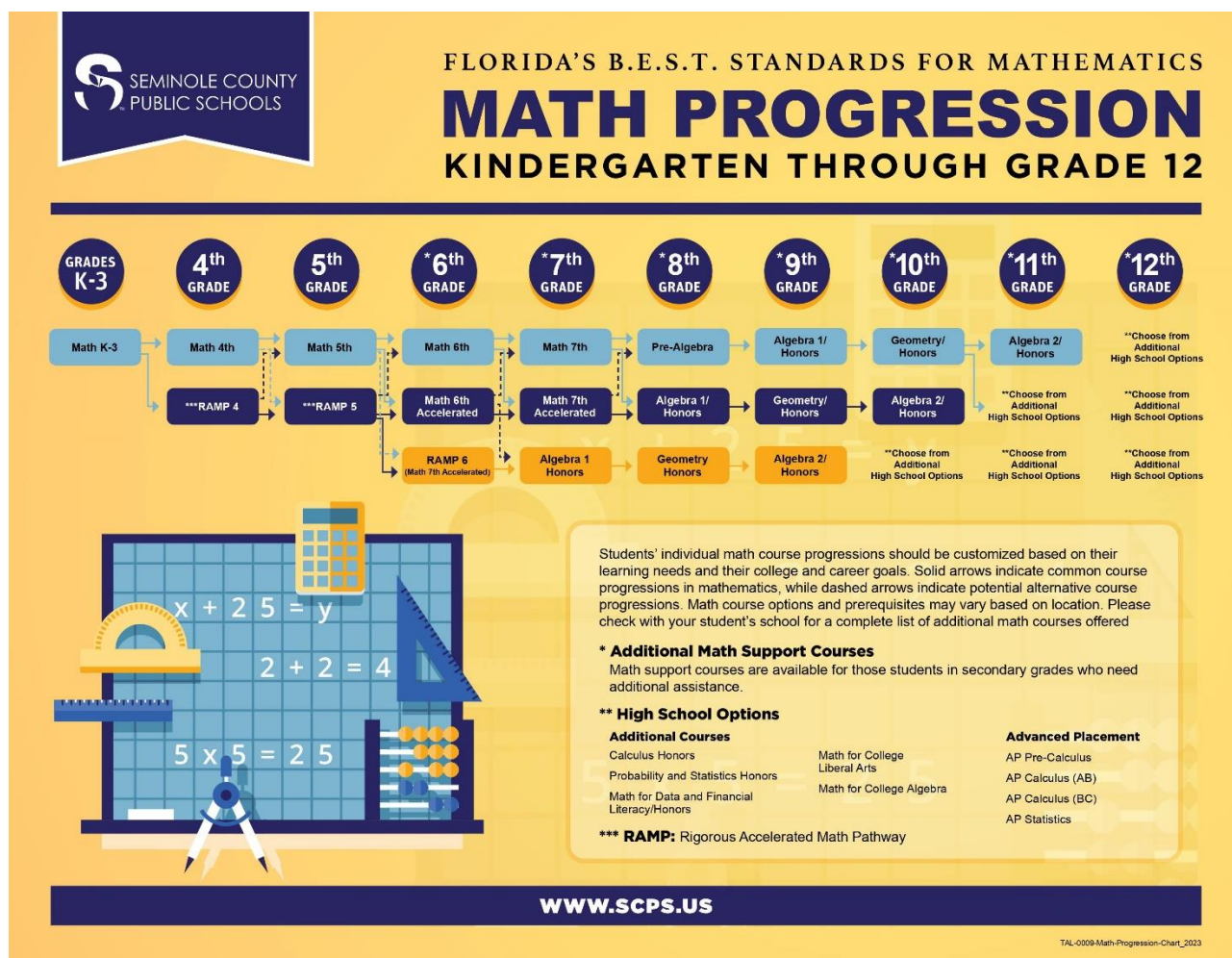
The gifted curriculum in 8th grade is designed to move at a rigorous pace, with acceleration to high school Language Arts BEST Standards. Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing analytical skills. Authentic products and performances, which build on interdisciplinary content and the craft of communication, will be an integral part of this course. Students will be expected to read a variety of fiction and non-fiction texts outside the classroom each quarter. Leadership, creative thinking, and academic goal setting will be emphasized in daily and quarterly learning outcomes.

<b>Intensive Reading 6-8 (1000010, 1000012, 1000014)</b>	<b>Grade 6-8</b>	<b>Year</b>
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**Students are placed in this course based on data from the prior year FAST Reading PM3.**

In this course, students who are not on grade level based on the results of the prior year's FAST Reading PM 3 will have an opportunity to investigate foundational topics to include a focus on comprehension to help achieve mastery. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data from iReady, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

# Math



(To View a larger version of the Math Progression, please click [HERE](#))

## Math 1 (1205010)

Grade 6

Year

In this course, students will: Develop an understanding of and fluency with multiplication and division of fractions and decimals, ratios, rates, estimation, equivalent forms for decimals, fractions, and percentages. Write, solve, and graph one and two step equations and inequalities as well as use tables, graphs, and equations to describe linear equations. Explore the measurements of composite two-dimensional figures and volumes of rectangular prisms. Determine and use measures of central tendency and variability to analyze data sets.

## Math 1 Accelerated (1205020)

Grade 6

Year

All topics in Math 1 are included in Mathematics 1 Accelerated. In addition, students will: develop an understanding of and apply proportionality to solve problems involving percentages. Apply formulas to determine surface areas and volumes of three-dimensional shapes including pyramids, prisms, cylinders, and cones. Develop an understanding of operations involving integers and other rational numbers, as well as solving linear equations. Identify and plot ordered pairs in all four quadrants of the coordinate plane.

**RAMP 6 (1205050G)****Grade 6****Year****Prerequisite: RAMP 5**

Grade 7 Accelerated Mathematics for 6th Grade Students (RAMP 6) is a highly accelerated course of study designed to allow for enrollment in Algebra 1 and Geometry courses in middle grades. The course is open to any student who has a high degree of interest in mathematics and is willing to commit to doing the work necessary to be successful in this course. The emphasis in Grade 7 Accelerated Mathematics for 6th Grade Students is to strengthen mathematics skills and develop understanding of the concepts necessary to be successful in Algebra 1 Honors in the 7th grade. Students who are successful in the Algebra 1 Honors course will be eligible to take Geometry Honors in 8<sup>th</sup> grade.

**Foundational Math 6 (12040006)****Grade 6****Year****Students are placed in this course based on data from the prior year FAST Math PM3.**

In this course, students who are not on grade level based on the results of the prior year's FAST Math PM 3 will have an opportunity to investigate foundational topics in Math to help achieve success in the Math 6 course. These benchmarks and topics range from mastering basic skills to current topics they are investigating in Math 6. Students will use the program iReady and work toward getting on grade level.

**Math 2 (1205040)****Grade 7****Year**

In this course, students will: Develop an understanding of and apply proportionality, similarity, and formulas to determine surface areas and volumes of three-dimensional shapes including pyramids, prisms, cylinders, and cones. Develop an understanding of operations involving integers and other rational numbers, as well as solving linear equations. Identify and plot ordered pairs in all four quadrants of the coordinate plane and predict the results of transformations. Convert between customary and metric systems. Construct and analyze histograms, stem and-leaf plots, and circle graphs. Determine, compare, and make predictions based on experimental and theoretical probability of independent and dependent events.

**Math 2 Accelerated (1205050)****Grade 7****Year**

In this course, students will: Develop an understanding of and apply proportionality, similarity, and formulas to determine surface areas and volumes of three-dimensional shapes including pyramids, prisms, cylinders, and cones. Identify and plot ordered pairs in all four quadrants of the coordinate plane and will predict the results of transformations. Determine, compare, and make predictions based on experimental and theoretical probability of independent and dependent events. Construct and analyze histograms, stem and-leaf plots, and circle graphs. Analyze and represent linear functions and solve linear equations and systems of equations. Analyze two- and three-dimensional figures by using distance and angle relationships.

**Foundational Math 7 (12040007)****Grade 7****Year****Students are placed in this course based on data from the prior year FAST Math PM3.**

In this course, students who are not on grade level based on the results of the prior year's FAST Math PM 3 will have an opportunity to investigate foundational topics in Math to help achieve success in the Math 7 course. These benchmarks and topics range from mastering basic skills to current topics they are investigating in Math 7. Students will use the program iReady and work toward getting on grade level.



**Pre-Algebra (1205070)****Grade 8****Year**

In this course, students will: Analyze and represent linear functions and solve linear equations and systems of equations. Analyze two- and three-dimensional figures by using distance and angle relationships. Analyze and summarize data sets including box and whisker plots, scatter plots and lines of best fit. Compare, contrast, and convert between customary and metric systems. Perform operations on real numbers using multistep and real-world problems.

**Foundational Math 8 (12040006)****Grade 8****Year**

**Students are placed in this course based on data from the prior year FAST Math PM3.**

In this course, students who are not on grade level based on the results of the prior year's FAST Math PM 3 will have an opportunity to investigate foundational topics in Math to help achieve success in the Pre-Algebra course. These benchmarks and topics range from mastering basic skills to current topics they are investigating in Pre-Algebra. Students will use the program iReady and work toward getting on grade level.

**Algebra 1 Honors (1200320M)****Grade 7,8****Year**

**This course is for a High School Credit: 1.0 (Math Elective)**

**Please Note: All 7<sup>th</sup> grade students who score in the 51<sup>st</sup> Percentile or higher on the FAST Math will be placed in this course.**

This course includes a rigorous, in-depth study of all the topics included in Algebra 1, is designed to provide the foundation for future secondary mathematics courses, and develop skills needed to solve mathematical problems. Topics shall include, but are not limited to, functions, linear equations and inequalities, systems of linear equations and inequalities, polynomials, operations with radical expressions, solving quadratic equations, ratios and proportions, absolute value equations and inequalities, operations with rational expressions, solving rational equations, and characteristics of quadratic graphs. **Students enrolled in this course must pass an End of Course Exam (EOC) to receive a high school diploma.**

**Algebra 1 Workshop (1200400E)****Grade 8****Year**

**This course is a Pass/Fail course and DOES NOT have a High School Credit available.**

This course allows students to receive additional assistance in Algebra 1 Honors. They will not only address the benchmarks studied within the Algebra 1 Honors course but will also discuss foundational topics from 6<sup>th</sup> and 7<sup>th</sup> grade that may be causing the challenges they face (*Students are both selected and may request this course; however, space is limited*).

**Geometry Honors (1206320M)****Grade 8****Year**

**This course is for a High School Credit: 1.0 (Math Elective)**

**Prerequisite: Successful completion of Algebra 1 Honors**

This course includes a rigorous, in-depth study of all the practical applications of geometric skills and concepts in the real world, as well as, but not limited to, truth tables, vectors, Fibonacci sequence, coordinate geometry proofs, proofs involving circles, and problems involving cross sections of solids. **Students enrolled in this course must take an End of Course Exam (EOC).**

# Science

## **Comprehensive Science 1 Advanced (2002050)                      Grade 6                      Year**

A comprehensive science course that has been designed to support understanding through big ideas in science. Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build throughout middle school. The major concepts covered: Atoms and Molecules, Classification of Organisms, Ecosystems, Plate Tectonics, The Geosphere and Cryosphere, and Our Solar System. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities.

## **Comprehensive Science 1 Gifted & Talented (2002050L)                      Grade 6                      Year**

**Please Note:** Students must be staffed gifted or placed by administration to take this course.

This science course is designed to support understanding through big ideas in science. Students will learn content across six interconnected units that will build throughout middle school. The major concepts covered during 6th grade Comprehensive will be: Atoms and Molecules, Classification of Organisms, Ecosystems, Plate Tectonics, The Geosphere and Cryosphere, and Our Solar System. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Students in Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

## **Comprehensive Science 2 Advanced (2002080)                      Grade 7                      Year**

A comprehensive science course that has been designed to support understanding through big ideas in science. Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6th grade and will be developed further in 8th grade. The major concepts covered: Cell Structure and Function, Homeostasis in Cells, Heredity, Weathering and Erosion, The Hydrosphere and Atmosphere, and Stars and Galaxies. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities.

## **Comprehensive Science 2 Gifted & Talented (2002080L)                      Grade 7                      Year**

**Please Note:** Students must be staffed gifted or placed by administration to take this course.

This science course has been designed to support understanding through big ideas in science. Students will learn content across six interconnected units that will build from the content covered in 6th grade and will be developed further in 8th grade. The major concepts covered during 7th grade Comprehensive will be Cell Structure and Function, Homeostasis in Cells, Heredity, Weathering and Erosion, The Hydrosphere and Atmosphere, and Stars and Galaxies. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Students in Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

## **Comprehensive Science 3 Advanced (2002110)                      Grade 8                      Year**

A comprehensive science course that has been designed to support understanding through big ideas in science. Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6th grade and 7th grades. The major concepts covered: Rate of Change, Technology and Travel, All Spheres including Biosphere, Evolution, Organization of Organisms, and Homeostasis in Humans. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities.



**Comprehensive Science 3 Gifted & Talented (2002110L)    Grade 8                      Year**

**Please Note: Students must be staffed gifted or placed by administration to take this course.**

A comprehensive science course has been designed to support understanding through big ideas in science. Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6th grade and 7th grades. The major concepts covered are Rate of Change, Technology and Travel, All Spheres including Biosphere, Evolution, Organization of Organisms, Homeostasis in Humans. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Students in Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

# Social Studies

## **World History Advanced (2109020)**

**Grade 6**

**Year**

The primary focus for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

## **World History Gifted & Talented (2109020L)**

**Grade 6**

**Year**

Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project. Students in Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across World History and with other disciplines.

## **Civics Advanced (2106020)**

**Grade 7**

**Year**

The seventh-grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction. **\*30% of a student's course grade shall be based on the statewide, standardized end-of-course exam.**

## **Civics Gifted & Talented (2106020L)**

**Grade 7**

**Year**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across Civics and with other disciplines. **\*30 % of a student's course grade shall be based on the statewide, standardized end-of-course exam.**

## **United States History Advanced (2100020)**

**Grade 8**

**Year**

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events, which influenced the development of the United States and the resulting impact on world history. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note taking, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in an extended research-based paper/project (e.g., History Fair Project, participatory citizenship project, mock congressional hearing, or other teacher-directed projects).

**Pre-AP United States History (2100020P)****Grade 8****Year**

This course is designed for highly motivated students who wish to pursue Advanced Placement courses in high school. With a more rigorous focus on document-based inquiry, students will examine and analyze the political, economic, technological, and social developments of the US from the period of colonial settlement through Reconstruction. Florida's role in our nation's history will also be emphasized. Instruction will focus on students developing an understanding of themes in US History including the impact of expansion, the development of conflicts, the influence of diverse groups on American culture, and the impact of world events on American thinking. Instructional strategies that support the rigor, reading, and writing of Advanced Placement course work will be emphasized to include College Board reading strategies (APPARTS, OPTIC, SOAPSTone, etc.), Cornell notes, DBQ project, analysis of significant historical documents, and an extended research-based project such as History Fair and/or Mock Trial.